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ABSTRACT

A day care center operated by American Child Centers, Inc. of Nashville, Tennessee, a private nonfranchise corporation, is described. Program emphasis is placed on the emotional, social and physical development of the child, as opposed to custodial care, or services to parents or the community. Careful cost-accounting methods are used to make the center profitable without sacrifice of quality. Admissions are on an open basis, but because of the location and high cost of the center's services, 92% of the families served are white, and 80% of the fathers have college degrees. The program uses an experimental approach involving much creative play, multi-age grouping, and team teaching. Academic advisors monitor the program. Parental interest is encouraged, but parents do not make policy. Staff organization and duties are described; a functional breakdown is given of how income is used; and financial and staffing problems faced by the centers are discussed. An appendix contains illustrative materials. (NH)

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DAY CARE PROGRAMS
REPRINT SERIES

"IT'S A WELL-RUN BUSINESS, TOO"

American Child Centers, Inc.
Nashville, Tennessee

Principal Author: Kristine Rosenthal

Field Observers: Polly Langston
Glenda Sizemore
John Edward Young

Case Study from Volume II-A

A STUDY IN CHILD CARE

sponsored by

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National Center for Educational Communication

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AT A GLANCE

GENERAL

SINGLE CENTER built for day care.

SPONSORED BY: American Child Centers, Inc. (ACCI)
(private, profit corporation)

ADMISSION CRITERIA: Parents' ability to pay fee (first come, first served), and child's ability to function in a group (non-poverty).

TOTAL CHILDREN: 130 enrolled/118 A.D.A. /25% half day (pre-school)

TOTAL PAID STAFF: 19 (13 full-time) 650 hours/week

TOTAL IN-KIND STAFF: 12 (0 full-time) 48 hours/week

HOURS: M-F, 7:00 a.m. - 6:00 p.m., 52 weeks

SPACE (sq. ft./child): Indoor = 72
Outdoor = 114

CENTER OPENED: September, 1969

STAFF POSITIONS: Director, Assistant Director-Lead Teacher, 2 Lead Teachers, 3 Assistant Teachers, 3 Child Care Workers, 5 Child Care Aides, Teaching Team Aide, Secretary, Cook, Janitor

CONTACT: Director, American Child Centers, Inc.
Woodmont Center
2001 Woodmont Boulevard
Nashville, Tennessee 37215

615-291-5246

DISTRIBUTIONS

ETHNIC: Children: 92% Anglo, 7% Black, 1% Indian, 1% Oriental-American
Staff: 74% Anglo, 20% Black

SEX: Children: 44% girls, 56% boys; Staff: 89% women, 11% men

OVERALL ADULT/CHILD RATIO: 1 to 6.5

ADULT/CHILD CONTACT HOUR RATIO: 1 to 9.4 (estimated)

FAMILY STATUS: 81% complete, 18% mother only, 1% surrogate

PARENT EMPLOYMENT: 81% employed, 15% unemployed, 4% in school or training

COSTS

TO PARENTS: Sliding scale, depending on hours; maximum, first child, $21.75/week; additional children, from $17.75/week down

TO CENTER: $1,295 per child/year, $0.59 per child/hour

ESTIMATED FUNDING, 1970-71:
Parent Fees $133,400

NOTABLE ELEMENTS

PLANT/FACILITIES

ACCOUNTING/INVENTORY

CURRICULUM

PLANNING

WOODMONT CENTER, NOVEMBER, 1970

Woodmont Center is situated in an all-white residential section of Nashville, surrounded by the homes of families whose incomes are in the $10,000-$25,000 bracket. The neighborhood is currently facing racial integration of its schools for the first time. Children served by the center are from families whose incomes fall into the upper 50 percent for all of Nashville ($7,000 - $25,000 range). Local parents are employed by South Central Bell Telephone, the Genesco Corporation, Peabody College, Vanderbilt University -- junior executive of younger levels of lower-middle management. There are extensive recreational facilities and services available in the community, particularly in connection with Vanderbilt University.

The Woodmont Center is approached by a wide, tree-lined shaded lane and a long driveway; parking is available at the center. The child center building itself is a long, low, colorful building with a great deal of glass and a large American Child Centers, Inc. emblem on the wall (a stylized, smiling mother leading a child by each hand). A fenced-in play area beside the building has climbers, a circular slide, a swing, a bridge, a tunnel, tricycles and wagons, sand, gravel, and paved areas; the play area has both shaded and sunny portions. Adjoining the center is a large white colonial house in which the offices of ACC, Inc. are located.

Inside the center, a secretary sits in an open space at the side of the central entrance, so that she is always in view of the front door and can monitor anyone coming or going. Children and parents are greeted by name as they come in; there is often a child or two hanging around the secretary's reception desk. One wall of the entrance area is a bulletin board, with bright announcements of coming events and posted menus. Another wall has three color-coded boards with hooks and name tags on them. When a parent brings a child to the center,

the parent turns over his or her name tag to the side that says, "Jane Doe is here." When the child is picked up, the parent turns it back to "Jane Doe is not here." Thus a quick peek at the board gives teachers and administrative staff a ready check on attendance. The board also assures that the parents walk in and register the presence of the child. (Originally, some problems were encountered when relatives picked up children, the mother arrived later, and no one knew where the child was, etc.)

The center building was especially designed by an architect for ACC, Inc. after careful research into existing child care facilities. The center is basically one large floor for the children, with no permanent dividers, but lockers, cabinets, and other equipment used to define smaller play areas. There are windows all around, and some nooks to which children may withdraw to be by themselves. Each play area has some large play equipment for climbing. A multi-level carpeted amphitheater faces a TV set, where the children can gather for TV, stories, or music. A row of sinks line one wall and a small hooked door leads to the kitchen. A dutch door has been installed between the hallway and the play area as a afterthought, as children wandered into the entrance area too frequently.

The second floor is an open balcony where teachers can meet, observe, and relax. It is also used for parent meetings and training sessions. The director's office is also on the balcony, glassed in on three sides so there is a view of almost the entire floor area below. Observing from the balcony, one sees that the total floor is divided roughly into three activity groups--Red, Yellow, and Blue, as on the color-coded attendance boards at the entry, for age-groupings described in detail in Basic Program, page 13.

The Red Group uses one end of the center, which is fully carpeted, with bathrooms leading off to one side. Child-sized sinks with mirrors,

a playhouse, climbing equipment, steps, and a platform are available to the Red Group's play area. There is also a home/living area with child-sized sink, stove, refrigerator, cupboard, tea tables, bed, and dress-up clothes. Other sub-areas are set up for art activities, table toys, and books. Folding cots are stacked on a rack in the area for nap time use.

Space for the Yellow Group, in the center of the main floor, is likewise divided into interest areas. One portion is used for very active play, another for block-building. The Yellow Group's area has the TV well and stage where musical instruments are kept. The third portion of the center main floor is for Blue Group activities: this has a sizable uncarpeted area for a large variety of art activities. Finger painting, brush painting, cutting and pasting, and other creative play is encouraged here.

The center is spacious, clean, and light, with bright contemporary color schemes and tasteful decoration to fit the level of activity that goes on in it. And a great deal of activity there is--children come and go, from play area to play area, seemingly happy, busy, creative, intent. Observers felt that the children were treated as individuals, and had almost unlimited opportunities for learning through individual and group interaction with peers and teachers. The atmosphere is loving. Teachers greet children at the door, help them with wraps, then lead them into activities. Spontaneous play is respected, encouraged. At nap time teachers darken the room, then allow children to take their own time in preparing for sleep. The children are allowed to take toys or books to the cot with them; often, a few staff members stay with the children, patting them or rubbing their backs to comfort them to sleep. By encouraging independence in activities, there is time and staff for the individualized tender loving care that is so necesssary in filling the lives of pre-schoolers, despite the large number of children in the program.

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NOTABLE ELEMENTS

All of the notable elements of the Woodmont Center of ACC, Inc., spring directly from the corporation's careful preliminary planning and thorough approach to the problems of supplying day care with high quality on an economical--hence for them, profitable--basis. These elements include the following:

Plant/Facilities

The special facilities designed by ACC, Inc. for Woodmont Center not only work well here in the existing setting, but many of them are directly transferrable to other new centers established by ACC, Inc., or anticipated in the near future. Included in ACC, Inc. studies are standard floor plans with regional modifications--including a modular, partially prefabricated design to be used in areas where labor costs are high. Site, climate, and other local conditions can be accommodated in these standard plans. Also included are detailed lists of construction specifications for areas in which bids would be taken from local contractors.

In practice, the Woodmont Center plant works very well for the children. Teaching and child care techniques require adjustment for the open floor plan, and some teachers have difficulty becoming used to it. ("The thing I like least is the structure of the center itself. The open floor plan sometimes leads to a high noise level.") There have also been problems with janitorial service and maintenance of equipment. But most teachers and involved parents feel that the extra effort and noise involved pay off in freedom for the child to develop.

Accounting/Inventory

Profitability of this type of center depends to a great extent on careful cost control. ACC, Inc. has devised a system which allows

instant computerized accounting of costs at any given moment, up to and including such minutiae as an inventory of the number of leftover cookies at the end of each day. According to ACC, Inc. president. Dr. Richard H. Hinze, every detail of operation has been carefully costed for maximum efficiency without sacrifice of quality. This applies to construction of plants for new centers, also.

The stimulus for careful cost-accounting methods may come, in the case of Woodmont Center, from the desire for profitability and the profit-making nature of the enterprise. But careful cost control can be vital in allowing any center, no matter what its sponsorship, to give maximum quality and service per dollar. The accounting and inventory methods used by ACC, Inc. can be obtained from that firm, for a price. (Woodmont Center was the only child care center visited at which observers were charged for lunch, paid for every xeroxed page of reference material, and, when ACC, Inc. suggested they view a publicity movie made for ACC, were charged for use of the projector.)

Curriculum

The corporation has used close contact with many academic institutions and consultants to develop an extensive and carefully planned curriculum which ties in closely and successfully with the center's physical plant. Emphasis is given to the child's emotional, social, and physical development, as opposed to social service to the community, services to parents, or simply custodial care. The curriculum is wide-ranging, thorough, and complete. In-service modifications of it can be made on a weekly basis in the team-teaching planning sessions.

Planning

Although approximately half of the initial planning costs underwritten by ACC, Inc. in development of its child care program went

to details specifically applicable to franchising, and therefore were not used, the remainder of the planning effort insured not only quick and efficient start-up, but successful on-going operations. The planning has been systematized so that it is available to other, later centers to be established by ACC, Inc. When inquiry was made about possible use of the federal government of this thorough planning, the reply was that the government could easily duplicate the information ACC, Inc. has gathered--or the information could possibly be purchased from ACC, Inc.

BACKGROUND INFORMATION

History

American Child Centers, Inc. was begun as a profit-making private enterprise after a feasibility study showed a developing need for day care centers across the nation. Among early investors were an ex-governor of the state and a franchise food chain. The original concept called for issuing franchises to private individuals and organizations, and providing them with complete background and guidance in setting up trade-name child care centers. A large portion of the original investment (approximately half of the $1.5 million spent) was in preparation for this franchise marketing. Meanwhile, consultants were being called in to advise, and to design and construct a workable structure for quality day care. From the initiation of the project, emphasis has been placed on a <u>developmental</u> program in a day care setting. Many conflicts had to be resolved, in the planning stage, between varying points of view concerning business vs. education, cost vs. quality, etc.

Originally a consultant to the program, Dr. Richard H. Hinze was employed as president of the company. Dr. Hinze has an extensive background, both academic and practical, in child development. The franchise concept was dropped partly as a condition of Dr. Hinze's employment, since he felt that any meaningful control of the quality of care provided by franchises was impossible. Meanwhile, Woodmont Center's physical plant was being completed and its program was being designed. The center opened on September 2, 1969. Documentation of this effort, from feasibility study through current curriculum, is now contained in ACC guidebooks, which according to Dr. Hinze give an instant guide to complete replication: building, staffing, equipping, and operating a child care center of any size for any age group. Dr. Hinze estimates that a center can, with the aid of this background information and guidance, be put into full operation status within 60 days of acquisition of a site.

Community

Community demographics are summarized briefly in the introduction to this case study. Other than ACC, Inc.'s Woodmont Center, child care facilities in Nashville are limited to church-related kindergartens, private centers, and a cooperative day care center.

Parents

Ninety percent of the families served by the center are white, 10% black, as compared to figures of 63% white and 37% non-white (according to the 1960 census) for the population of the greater Nashville area. The ethnic mix at Woodmont is not policy-controlled, but rather the result of self-selection on the basis of an open admissions policy, high cost and location of the center. The average yearly income for center parents is between $7,000 and $25,000. Fifteen percent of center families have incomes below $7,000 annually; 5% are above $10,000, and 2% have incomes above $25,000 per year. On the average, center families have two children.

Woodmont Center parents are well educated. Eighty percent of the fathers have college degrees, as do 70 percent of the mothers. With the exception of a few graduate students, most center fathers are employed full-time. Almost half (48%) of the mothers are employed full-time, 21% part-time, and 26% are unemployed.

BASIC PROGRAM

Education

American Child Centers, Inc. is concerned that its facilities be referred to as "child development centers" rather than day care centers, in order to bolster the image of educational activities rather than simple custodial care. The label modification is justified. Observers were impressed with the intelligence, integrity, and genuine concern with which both the president of the company and the center staff regarded the children. When asked if, in the future, there was danger that the company might be tempted to cut quality to respond to the pressure of commercial realities, Dr. Hinze responded, "They know I'd quit before I would compromise on quality." An additional control on the level of quality at the Woodmont Center is the sophisticated educational backgrounds of the middle class parents who can afford to place their children there.

The program philosophy makes use of an experimental approach with plenty of creative play, to provide for total child development. The corporation maintains close contact with academic institutions, and uses those contacts to good advantage, to monitor its own programs and to suggest new developments for the future. For centers removed from the central office, Dr. Hinze proposes a team of academic consultants who would make periodic visits to each new center to evaluate its operations. The Woodmont Center is often used for research purposes, which results not only in favorable publicity for the center, but also assists in continual modification and evaluation of the programs. The keys to the experimental approach are multi-age grouping, team-teaching, and the open floor plan. A curriculum guide, developed by the corporation, is used. Observers who listed the corporation's goals and priorities for its child care centers ranked educational activities first, followed by social and emotional development, full day care service for parents who need it, physical activities, and feeding and nutrition, in that order.

Children attending the Woodmont Center are grouped as "Red" (ages two and three), "Yellow" (primarily four-year-olds), and "Blue" (mostly five-year-olds). The age groupings are not inflexible, depending more on emotional, social, and physical development than chronological age. These color-coded groups are further broken down into four sub-groups each of ten to twelve children per group. Each color group has a four-person teaching team, consisting of a lead teacher, assistant teacher, child care worker, and child care aide. Additional part-time child care aides and volunteers are also used; there is usually one volunteer worker in the center every day. Flexibility is the keynote of teacher assignments --a staff member may, for example, stay with a particular group of children, move through the center to work where needed, or stay in an activity area to work with the children who come to it.

The guidelines of the curriculum manual prepared by ACC, Inc. is followed by the staff. The contents of the ACC curriculum manual are outlined in the Appendix to this volume. Much varied and interesting material and equipment is available at the center to implement the goal of total child development.

Within the open floor plan of the indoor portion of the center, there are areas designated for music, carpentry, art, mathematics, large-muscle activities, library materials, and eating. Within the carpeted open room there is an area for messy play, and the afore-mentioned sunken amphitheater for viewing color TV and movies. Rolling storage units help to divide the space. Other rooms, off the open floor, are the kitchen, health room, two offices, a restroom containing 18 toilets, and the observation deck meeting room. The health room contains two beds and first aide supplies, as well as a small room with a toilet and washstand. The kitchen is equipped with a large refrigerator and freezer, stove, a dishwasher, a milk-dispensing machine, and sinks.

The ACC-developed curriculum has for guiding principles the fostering of self-reliance, a positive self-image, and harmonious group activities. Materials such as manipulative toys and puzzles, typewriters, word games and cards, labels, Montessori equipment, Cuisenaire rods, counting cubes, and pegboards and blocks aid in educational development. Art activities include modeling, painting, printmaking, woodworking, and cutting and pasting. Music is played on an electric piano, an autoharp, and rhythm instruments, and recorded on cassette recorders. Small groups are taken on field trips to nature spots, parades, and local establishments.

Food

Fifty percent of a child's daily nutritional needs are met through the lunch and snacks planned by a consulting dietician. No particular nutritional problems were identified at the center.

Food is served at specified times only, staggered to accommodate the 130-odd children by groups or sub-groups. Snacks are served in the early morning; lunch begins for some as early as 10:30. Children assist with cleaning up, and occasionally with cooking and serving. Serving over 130 children family style in an open plant structure created a "cold food" problem initially, which was solved by the use of insulated food trays developed by airlines for in-flight food service. A sample menu is included in the Appendix to this volume. Durable plastic tableware is used to cut costs.

Transportation

All parents are required to bring their children into the center and to enter the building when picking them up. This arrangement fosters better communication between parents and staff. Public transportation is available; none is supplied by the center. These circumstances have prevented at least 25 families from using the center.

Health Care

No health services are provided by the center. On file for each child is a medical record and parental permission for emergency treatment. Any child who becomes ill while at the center is placed in the health room until he can be sent home with his parents. Parents are expected to keep the center informed of the diagnosis of any disease from which their child may be suffering. A doctor's certificate of recovery may be required before re-admission after a contagious disease. Medicine is dispensed at the discretion of the center director, when accompanied by written permission. If an emergency exists and a child's family doctor cannot be located, the center selects a doctor to treat the child.

Social Services

Broken homes constitute the most common social problem among center families. Despite the need for some social services, most clients of Woodmont Center cannot qualify for them. The only service offered in conjunction with the center is short-term, on-the-job training using center facilities. This job training has been offered to trainees from Peabody College, the Nashville Vocational Center, student nurses from the University of Tennessee and Vanderbilt University, and student teachers from David Lipscomb College. No job training is offered to parents or other community residents. The center is financially unable to offer additional social services without reflecting the cost in tuition charges.

Parent Involvement

Parent involvement is encouraged by the center to the extent of welcoming parental interest in the child's education and general progress. No programs exist, however, beyond the customary occasional parental

get-togethers designed to involve parents in the actual operation of the center. Here is a case where parents are clearly buying a service and paying for their own freedom from responsibility for its operation.

Parents are, of course, welcome to visit the center at any time. Group conferences among center director, teachers, and individual parents are scheduled as often as necessary, a minimum of twice a year. At these conferences reports are made concerning the child's development, and parents are encouraged to discuss any socio-emotional or other problems of the child. Parents hold regular meetings, at which general education and classroom follow-up are discussed both by center staff and professional consultants. In most cases, parents have been extremely helpful and supportive of the center's policies. In some cases a teacher and a child's parents work to make a specific behavior change in a child. This is accomplished with reinforcement at home of programs initiated at the center, and vice versa.

The staff places a high value on seeing parents at the center when leaving and picking up their children. It is felt that this continuous, twice daily contact makes up for the lack of highly organized parent-teacher activities which might be needed otherwise.

ORGANIZATION

Policymaking

Center policy is formulated by the president of American Child Centers, Inc. the Board of Directors, the center director and the staff.

Program Planning--Program plans are made by the president of ACC, Inc. and the center director. Center staff and parents may make suggestions concerning overall curriculum. Detailed guidelines, written before the center opened, are the basis of the program. Through daily team planning meetings, which take place while the children nap, the teachers discuss and modify their classroom practice. The particular personalities of the teachers, their special skills or interests, as well as the perceived needs of the children affect the exact nature of what happens in the center.

Budgeting--Overall project budget and individual staff salary decisions are determined by ACC, Inc.

Staffing--All decisions related to staff, including hiring and firing, with the exception of individual salary decisions, are made by the center director. She involves her staff, especially lead teachers, in many personnel decisions.

Operations--Activities are planned by the center director and the teachers, with each lead teacher maintaining control over the daily program of her own group. Other operational decisions are made by ACC, Inc. The center director acts as link between the company and the center itself.

Staff Organization

The director is in charge of the entire program, following guidelines from ACC, Inc. The assistant director, who is also a lead teacher, handles overall planning for teaching teams and program direction and coordination. Two half-day child care aides work with all teams, in addition to the regular full-time lead teacher, assistant teacher, child-care worker and child-care aide. One team-teaching aide works primarily on the food staff but is available to substitute in case of teacher absence.

An effort is being made to make the staff roles more flexible, so that all share in some of the custodial and housekeeping routines. This is expected to be beneficial for both staff relations and smooth center operation.

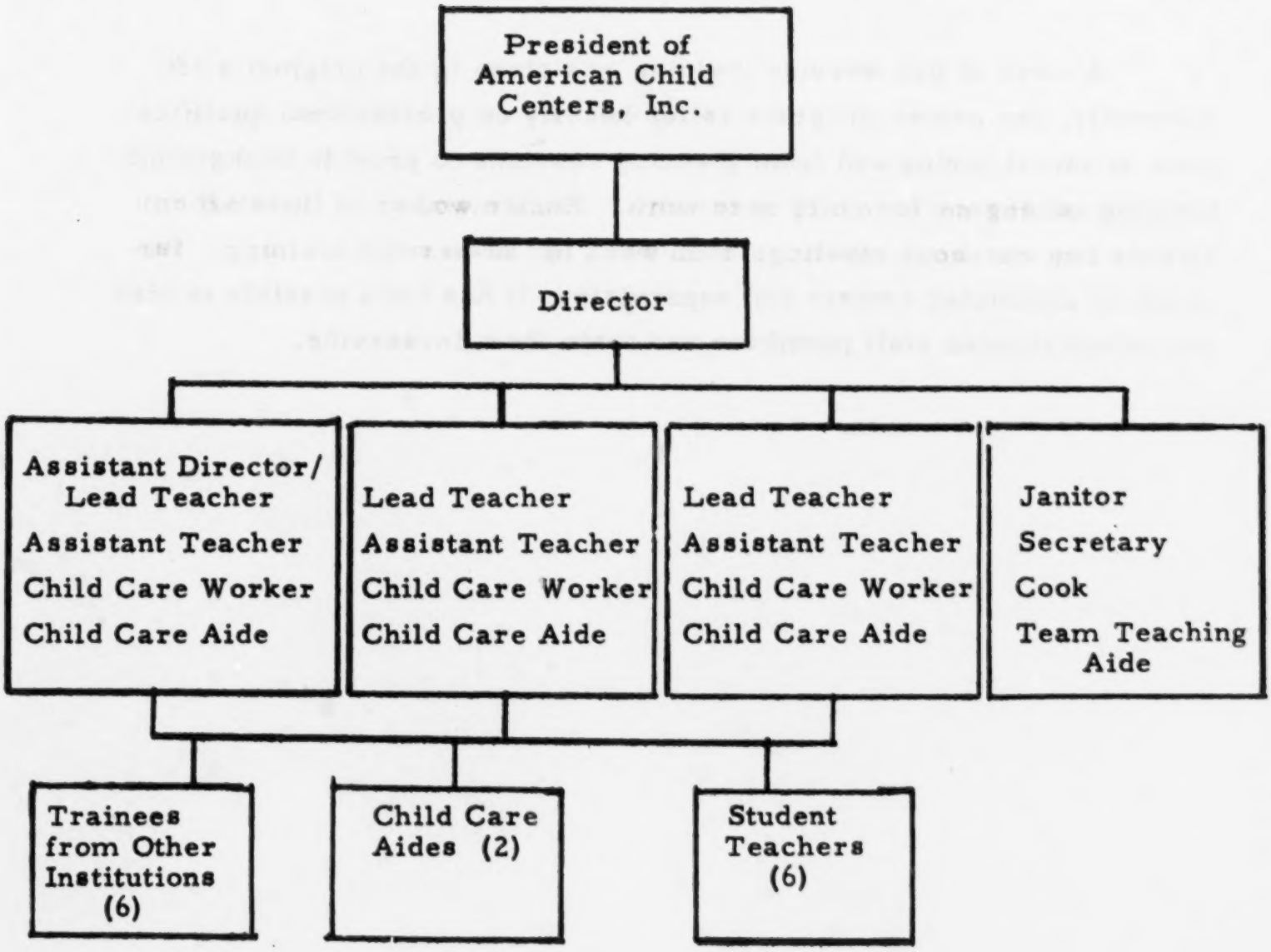
The staff are for the most part usually well educated, with superior credentials. The fact that several of the teaching staff work only half-time allows for recruitment of women whose other obligations make it impossible, or inconvenient, for them to work full-time. Thus the center is able to tap a work force of well educated women, either married or in school who, because of limited part-time employment opportunities, are willing to work at low wages in a congenial atmosphere. The director holds an M. A., and the majority of the teaching staff have college degrees. In addition, consultants specializing in areas related to day care are employed by the company as needed.

Staff Meetings and Records

Five times a week, on the average, some portion of the staff meets to share professional information, to discuss curriculum and policy changes, and to analyze children's problems as they occur. An individual staff member's performance is evaluated at regular meetings

AMERICAN'S WOODMONT CENTER

ORGANIZATION CHART



by the center director, by teams, by the individual himself, and by outside visitors.

During individual parent-staff-director conferences the child's progress is reported to his parents.

A week of pre-service training was given to the original staff. Currently, the center program relies heavily on professional qualifications at initial hiring and from planning sessions to provide background training necessary for child care work. Each member of the staff attends two one-hour meetings each week for in-service training. Because of continuing contact and supervision, it has been possible to hire two inexperienced staff members and train them in-service.

AMERICAN'S WOODMONT CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position) *
Total Staff (31 - 17 full-time equivalent)	698	481 *
Paid Staff (19 - 16 full-time equivalent)	650	433
DIRECTOR	50	2
ASST. DIR. & LEAD TEACHER	40	25
LEAD TEACHER	40	36
LEAD TEACHER	20	18
ASSISTANT TEACHERS (2)	80 (40	72 (36
ASSISTANT TEACHER	20	18
CHILD-CARE WORKERS (2)	80 (40	72 (36
CHILD-CARE WORKER	20	18
CHILD-CARE AIDES (2)	80 (40	72 (36
CHILD-CARE AIDES (3)	60 (20	54 (18
TEAM TEACHING AIDE	40	36
COOK	40	5
SECRETARY	40	5
JANITOR	40	-
In-Kind Staff (12 - 1 full-time equivalent)	48	48
STUDENT TEACHERS (6)	24 (4)	24 (4)
TRAINEES FROM OTHER INSTITUTIONS (6)	24 (4)	24 (4)

*Estimated

OVERALL PAID STAFF PROFILE

Education:

M.A.'s	1
Graduate Work	3
B.A.'s	7
College Experience	6
High School	2

Sex:

Male	2
Female	17

Ethnicity:

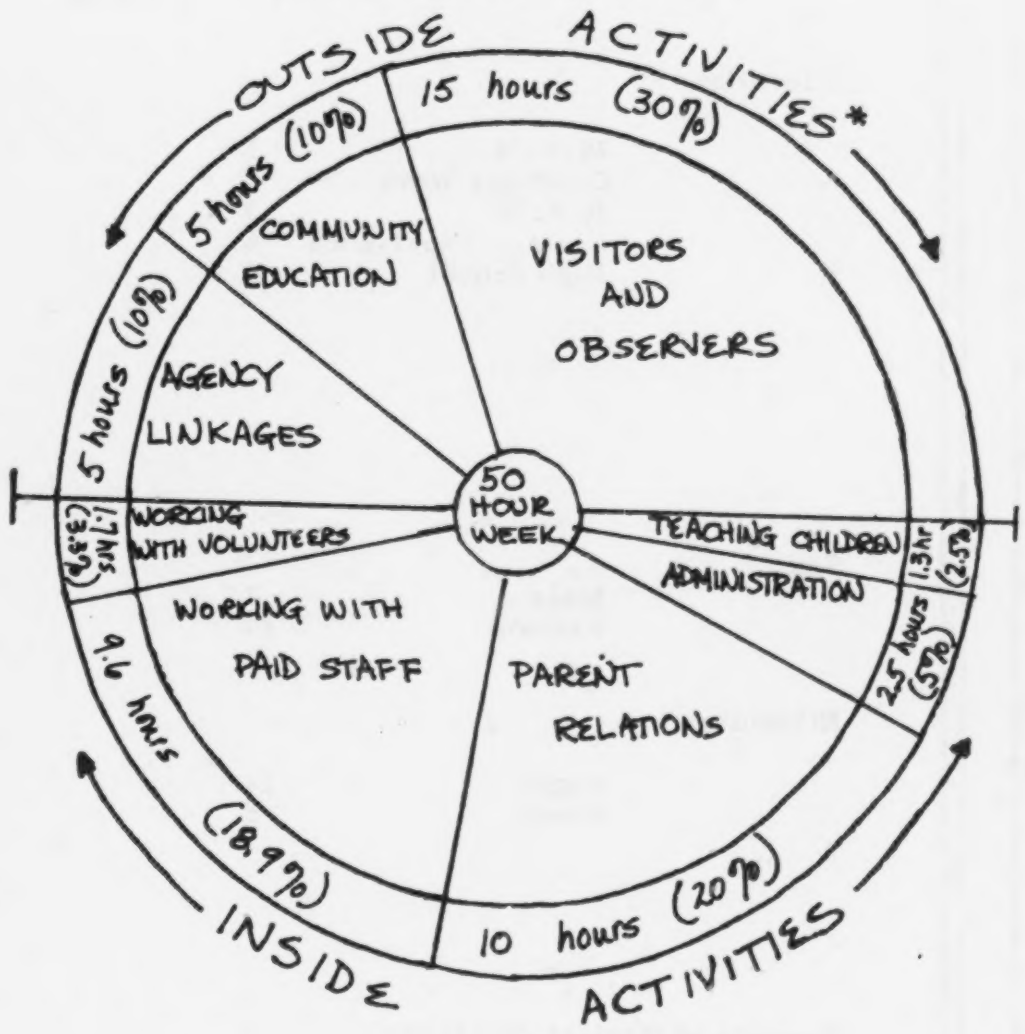
Anglo	14
Black	5

Parents of Project Children: 2

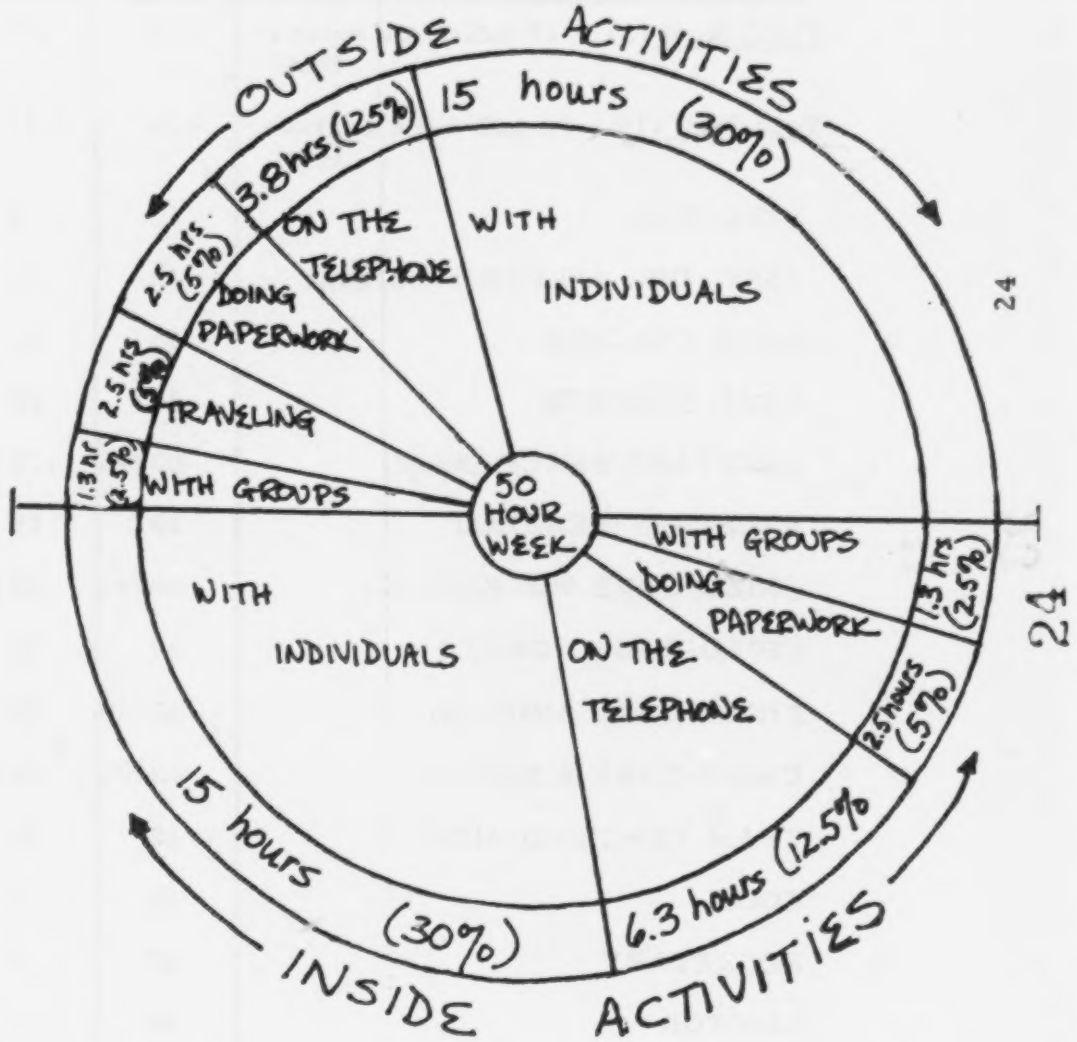
23

This is the way American's Woodmont Center Director spends her time:

This is what she spends it on:



And this is how she spends it:



*P.R. is a continual process.

HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

AMERICAN ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	82 %	$109,100	$ 1059	$ .48	- % of $'s
Varying Core	0 %	0	0	0	- % of In-Kind
Occupancy	18 %	24,300	236	.11	65% of Total ($ + In-Kind)
TOTALS	100 %	$133,400	$ 1295	$ .59	

*costs to nearest $100, % to 1.0

BASIC CARE

	% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
I. STANDARD CORE COSTS				
A. Child Care and Teaching	48%	$63,650	$63,650	$ 0
B. Administration	23%	31,250	31,250	0
C. Feeding	11%	14,200	14,200	0
II. VARYING CORE COSTS				
D. Health		0	0	0
E. Transportation		0	0	0
III. OCCUPANCY COSTS	18%	24,300	0	0
TOTALS	100%	$133,400 (100%)	$133,400 (100%)	$ 0 (0%)

IN CONCLUSION

It seems reasonable to let parents speak to the impacts they have observed on both their children and their family lives and to let the staff speak for themselves.

What parents like for their children:

> "I like it that she's exposed to children from all settings and groups." "She doesn't cling to me like she did before." "My kids will do more work at home now. Before, we had a maid who did all the picking up. Now the kids can work along with the family."
>
> "There were so many teachers that I didn't know who was responsible for my child. I understand now. And she's not afraid of other adults now, so I guess the big staff is good." "They allow him to be a child as long as that doesn't conflict with someone else's rights." "There seems to be plenty of personal involvement with the child. He gets hugged and rocked when he needs it." "I think the team teaching is great. It gives teachers time for a break now and then. It allows them to concentrate on individuals better. And the kids benefit from knowing more than one authority figure."
>
> "I think her imagination is expanded -- she's able to entertain herself now." "They have a very good music program. And my daughter is very enthusiastic about two snacks a day." "His verbal ability has improved, and he plays better with other children. He's very excited about his art work, and he talks all the time about the singing." "I like it that he gets enough big activities that he can rest at home."

What parents like for themselves:

> "He needs the companionship of other children. He can be noisier and more active there than I can stand. He gets it out of his system. I think I'm a better mother now because of that." "I think the whole family communicates better. I'm beginning to make friends with the parents of other children at the center." "Since he's been going there I've joined Weight Watchers, and have more time for sewing and golf." (Another parent reported she'd used her extra free time to work in a political campaign and to put the family dog in obedience school.) "I've been able to exchange ideas with other parents at the center, and have learned a lot about the community resources available."

What parents don't like:

> "(I don't like) the color of the carpet on the floor." "The level of teaching staff has fallen off." "It is not structured enough." "It does not go far enough in encouraging the child to branch out." "(There) could be more joining in of teachers in activities." "The fact that he has acquired a few bad habits, such as the use of foul language." "Being closed on Saturday morning; I work Saturday mornings."

What the staff has to say:

> "I want them to learn to like themselves, and to get as many positive reactions and responses as possible from teachers and peer interaction." "I think it's good for the program for parents to take an interest, but it slows down progress with the children." "The things that bother me are the unnecessary housekeeping, because of poor janitor service, and the unavoidable staff shortages." "I don't plan to go far professionally here because there are only advancements when one of the staff leaves." "I think it is important that the teacher help the child to be spontaneous, creative, and self-motivated as he explores and experiences his environment in and out of school." "We need stronger staff motivation. Some of them are lazy. There are sometimes personality differences on teaching teams." "So many of the parents' comments and suggestions motivate the center in new ways toward a higher quality program and higher goals." "I wish we had more male staff, with some new ideas." "I see my responsibility as establishing meaningful relationships with children based on love, trust and things that are fun in the freest type of environment possible."

This case study has not attempted to deal in depth with the issues and problems facing ACC, Inc.'s Woodmont Center. Of course there are problems. A summary of problems and concerns, as defined by Mrs. Earline Kendall, the director of the Woodmont Center, follows:

The following are crucial problems my center has faced:

> At the time the company formed and the center opened in 1969 the major problem was one of working out a balance between professional educators and the businessmen who were planning a nationwide company of many centers. There was a continuing effort to balance program and profit. Both business people and educators found it necessary to get to know new vocabulary and the problems faced by each.

Many of our early and continuing problems were related to the insistence of the business people that the center open with 167 children (building capacity). Our center has open floor plan, team teaching and multi-age grouping. It was equipped with overwhelming numbers of materials, equipment and toys. Storage for these was not, and is not, adequate.

Although a week of intensive in-service training was carefully carried out, the staff did not really know each other well enough to form real teams. It took some time for us to learn how to live in such a unique building. Cots were of a folding type which caused intense frustration because of the time and effort required to set them up.

Another problem has been frequent policy changes in center operation. Payroll and bill paying procedures have been done three different ways in a year and a half.

Early in our operation an effort to franchise centers caused many additional problems as an effort was made to standardize many operations of the center. Each center and each child in it are so very unique that each must be dealt with as a unique situation. Much of the buying of the equipment and toys, food services and meal planning can be centralized at great savings. How to manage garbage disposal, help team leaders organize each team or do many other center activities must remain an individual center's unique problem.

Financial setbacks have plagued the company and the rest of the country. This has limited the number of centers American Child Centers has opened to five. As an educator I am glad that it was not possible to open as many centers as fast as was originally planned. A quality program for children could not have been developed that rapidly.

A continuing problem revolves around a staff who is creative, highly trained and motivated, energetic, vocal and for the most part committed to children. In day care they are frustrated over the pay scale, length of day, lack of academic year vacation.

<u>Problems my center is facing:</u>

Maintenance of a unique, showcase building which is filled with 130 children, a young, creative staff and thousands of visitors a year is a continuing problem. We have tried a janitorial service, college students who cleaned at night, a full-time janitor, and we are now back with a

janitorial service. An open plan building seems to encourage mess and an attitude of it's everyone's responsibility and so is no one's.

There is a critical need for more time for training of staff, in-service, time to plan and prepare materials, discuss children, meet with parents and meet individual staff needs. Although an hour's staff meeting time is included in time for which staff is paid, it is difficult to carry through and maintain enough coverage with children during nap. The size of the center increases this problem.

Recruitment of children continues to be a problem, but as we establish broader parent contacts we find parents making referrals.

Retention of degreed staff may become a problem because of pay rate. We have been flooded with applications of new, young graduates who have been willing to work even at an aide's level in order to get experience with a new approach in day care.

We continue to need some other quiet room for group or individual work in spite of the fact that the center is rather quiet during parts of the day. A place to "get away" is really needed.

Problems my center will face:

American Child Center will continue to face financial pressures for some time which will affect all of the above.

As we grow and open additional centers, the maintenance of a quality program in all of them will depend heavily on each center's staff. Woodmont Center will feel increasing pressures for training of staff and being used as a training center.

The problems and frustrations of opening and developing Woodmont Center as a training center offering a quality program for young children have been and will continue to be many. However, the satisfactions for children, parents, staff and director have been great! To be with a program as it begins, grows and solves its problems, gives those working with it an opportunity to grow and develop.

As we move into our third year, I look forward with confidence to a continuing opportunity for growth for children, staff, program and director.

The question of quality with regard to ACC, Inc.'s Woodmont Center is somewhat difficult to evaluate because of the particular community it serves, and its profit-making nature. The children at Woodmont are clearly from a privileged segment of the population. This allows the center to concentrate more directly on issues of child development, instead of on the health or economic needs of either the children or the total family.

It also selects a population of children whose parents agree with and support the educational philosophy of the center (otherwise they would not send their children there), thus providing a welcome continuity in the child's psychological and often physical environment. Furthermore, the administration, the staff and the parents share, for the most part, common values and expectations.

This makes for a somewhat idealized situation in the context of what good child development practices could, and in fact do, become maximally beneficial to the children. This situation could be duplicated in a community with different needs (particularly one in which the parent population differed widely in background and education from the staff and administration of the center) only with a careful effort to insure maximum involvement, participation and education of the parents, and thus provide the possibility of that uniformity of experience for the child. In such a situation the day care center and the parents tend to reinforce and support each other. At ACC, Inc. the payment of fees not only expresses parental approval, but is vital to the operation of the center. For a social-agency-run center, some equally powerful means of parental control would need to be designed.

ACC, Inc.'s Woodmont Center appeared to observers to have been successful in developing a visible degree of autonomy and self-reliance in the children. Children were observed helping each other on tasks and resolving their own and each other's disputes. They also appeared to be comfortable with other adults, including strangers, and both accepting of

directions in activities as well as able to make their own choices whenever possible. The teachers' behavior toward the children reflected their respect for the children as individuals and their acceptance of the permissive atmosphere of the center.

As a quality day care center, ACC, Inc.'s Woodmont Center is able to combine successfully profit-making with happy children, involved staff and satisfied parents. This is no mean accomplishment.

APPENDIX

The appendix consists of illustrative materials drawn directly from the center. Included are the following:

Child Center Policies

Outline of Curriculum Manual

Sample Menu

Job Descriptions for Staff Positions

Application for Enrollment

Parent Information Form

Program Rates

Statement of ACC, Inc. Educational Philosophy

CHILD CENTER POLICIES

I. Enrollment

A. The Center director should meet every parent. Therefore, parents should come to the Center to discuss enrollment.

B. The Center will have the right to decide which children are eligible to enroll.

C. Enrollments will be accepted on the basis of date of application.

D. Each child must have an immunization and physical examination record completed and signed by a physician for Center records.

II. Tuition

A. No portion of the registration, supply and insurance fee shall be refunded.

B. Tuition must be paid a minimum of one week in advance.

C. In the event of absence because of illness or personal emergency for a period longer than two (2) weeks, the director, at her discretion, may temporarily suspend fees and retain enrollment.

D. Withdrawal for any reason requires two weeks notice.

III. Medical

A. The Center will not accept a child who, in the judgment of the director, is suffering from contagious disease.

B. Parents should notify the Center immediately of any disease and its diagnosis.

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C. At the discretion of the director, a doctor's certificate of recovery may be required before any child who has suffered from a contagious disease will be allowed to return to the Center.

D. The Center must be notified if the child is receiving any medication during any day of attendance. The Center personnel will not dispense medicine except upon written request of the parent and then only at the discretion of the Center director. Any child ill enough to be on medication usually should be at home. Aspirin can be dispensed until the mother comes in case of high fever.

E. Nofity the Center if a child is allergic to certain foods.

F. If an emergency exists and the parent or family doctor cannot be reached, a medical doctor selected by the Center will handle the emergency medical treatment.

IV. Personal Items

A. The child must wear clothing that is suitable for active play outside and inside and is appropriate for the season.

B. The child will keep the following supplies at the Center: one small blanket, one complete change of clothing, one smock, and one extra sweater.

C. All items of clothing worn or left at the Center must be clearly marked with the child's full name. The Center cannot be responsible for clothing.

D. Gum, candy or dangerous toys shall not be brought to the Center. Subject to approval of the director, a child may be allowed to bring

toys, books, or records that enrich his experience or are needed for security. No toy guns will be allowed.

V. Drop-off, Pick-up

A. For safety purposes, no child shall be left at the Center by his parents or their delegate until a staff member receives the child. Also, no child may be taken away from the Center until he is released by a staff member.

B. Written approval of the parent shall be necessary before the child may be released to anyone other than the parent or other person previously authorized by the parent.

C. Parents should promptly notify the Center of any delay expected in picking up the child in order that necessary arrangements can be made for the child.

VI. Visits to Center

A. Report cards or grading will not be used. A parent may visit the Center and discuss with the director and staff members a child's progress. At least two conferences a year should be scheduled.

B. Open house will be held at least twice a year for parent conferences and visits.

VII. General

A. Weekly menus will be posted in advance to the parents.

B. Parents should notify the Center if a child is absent due to illness. They should state the cause and expected length of absence.

C. All children should have had breakfast before arriving at the Center.

D. Upon enrollment children are automatically permitted by their parents to participate in center approved field trips. Parents will receive written notification of each field trip.

AMERICAN CHILD CENTERS, INC.
DIVISION OF EDUCATION

The Following Are Our Major Concerns:

1. CHILDREN: Our primary concern is for 3, 4, and 5-year-old children of working mothers from middle and upper middle income families in all fifty of the United States and possibly some foreign settings. Provision is also made for children of mothers who desire the American Child Centers, Inc. program for other reasons.

2. STAFF: Next in importance to the children is the staff of adults who work directly with the children. A high ratio of experienced and well-trained professional and auxiliary personnel is essential in a quality program. Our staff of Center Director, Assistant Director or Lead Teacher; Teachers, Assistant Teachers, Child-Care Workers, and Child-Care Aides represents a desirable adult-child ratio. A plan of staff development offers a career ladder which will help insure stability of employment for the members of the staff within each Center.

3. BUILDING & GROUNDS: Three, four, and five-year-old children with a competent staff create the need for special housing. Our building, with its carefully planned ourdoor setting, offers a happy, healthy and stimulating environment for young children.

4. PROGRAM: Focusing on the children, the curriculum of American Child Centers, Inc. represents a program of total child development and education. It is much more than child care or day care. The program stands in for the family during the absence of the parents for whatever their reasons and, therefore, must help children develop socially, emotionally, intellectually and physically.

AMERICAN CHILD CENTERS, INC.
MENU PLANNING FORM

Week Beginning _____

MENU GUIDE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING SNACK 1. Fruit juice (or citrus substitute) - or 2. Fruit - and 3. Cookie, sandwich, or substitute	Fruit Drink Mama's Cookies	Fruit Drink Animal Crackers	Fruit Drink Vanilla Wafers	Fruit Drink Mama's Cookies	Fruit Drink Animal Crackers
NOON MEAL 1. Meat or meat alternate 2. Dark green or yellow vegetable 3. Other vegetable or fruit 4. Bread, rolls, or biscuits 5. Butter or margarine 6. Simple dessert 7. Milk	Beef Sticks Buttered Broccoli Sweet Potatoes White Bread Margarine Milk Little Debbie Cake	Macroni & Cheese Cottage Cheese Congealed Salad Turnip Greens Raisin Bread Margarine Milk Lemon Punch Cookies	Beef Bar-B-Q Chilled Citrus Green Beans White Bread Margarine Fudge Town Cookies	Fish Sticks Asparagus Carrott-Raisin Salad White Bread Margarine Milk Oatmeal Cookies	Beef Stew Congealed Citrus salad Parker House Rolls Margarine Milk Assorted Cookie
AFTERNOON SNACK 1. Milk or substitute 2. Plain Cookie, sandwich fruit	½ Banana	Grape Drink Vanilla Wafers	½ Apple	Animal Crackers Tang	Laddie Bar

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STAFF POSITIONS

Each American Child Center will have the following staff:

Personnel Title	Number of Children at Center*			
	107	127	147	167
Center Director	1	1	1	1
Assistant Director			1	1
Lead Teacher	1	1		
Teacher	1	2	3	3
Assistant Teacher	3	3	3	4
Child Care Worker	2	3	4	4
Child Care Aide	5	5	5	6
Secretary**	1	1	1	1
Cook	1	1	1	1
Custodial Service	Local	Local	Local	Local

**See Staffing Pattern diagrams for indication of full-time and part-time personnel.*

***Secretary may spend some time as child care worker in some Centers.*

CAREER LADDER PLAN

Positions and qualifications therefore in American Child Centers are graded in such a way that with study, training, and experience a person can move up in position, responsibility, and salary. As a person becomes qualified for the next higher position and as vacancies occur, persons within the Centers should be promoted first before new employees are brought aboard. The career ladder plan is important for two reasons:

1. It provides incentive for personnel within Centers to study and upgrade themselves thus improving the quality of Center staffs.
2. It guarantees an increased level of stability of employment of Center staffs. Young children need a steady group of mature adults who become familiar to them, are liked by them, and are employed at the Centers for long periods of time.

As Centers develop, American Child Centers staff personnel will help to create, wherever possible, cooperative training programs with local community colleges, teachers colleges, liberal arts colleges, and nearby universities.

GENERAL PERSONNEL QUALIFICATIONS

All personnel who work in American Child Centers while children are present are required to meet certain qualifications. In addition to these qualifications, described on the following pages are the required and recommended criteria for qualifying for particular positions in the Centers.

Required of all Child Center personnel are the following:

1. Physical health commensurate with the safety and program demands related to working with young children
2. Genuine liking for young children and an expressed desire to work with children at the ages of six and under
3. Willingness to work cooperatively in an American Child Center with other adults, all of whom have as a first commitment the provision of a high-quality program and living environment for young children.
4. Reasonable ability to communicate with young children and other adults using American Standard English. (This criterion is particularly important since all adults in the Centers, at all times will be serving as role models and language stimulators for young children.)
5. A generally pleasing personality suited to the continuous requirement in all Child Centers for the encouragement, intellectual stimulation, and social development of the young children entrusted to our care

CENTER DIRECTOR

Qualifications

A. Recommended:

1. Master's degree in early childhood education, child development, child psychology, or social work
2. Two years' experience working directly with young children equivalent to the ages of the children to be directed in the Center.
3. Administrative training
4. Administrative experience
5. Valid teaching certificate or license for the state and community in which the Center is located

B. Required:

1. Education

(a) Bachelor's degree in early childhood education, child development, child psychology, education, or social work

or

(b) Bachelor's degree in a liberal arts field

plus a minimum of 18 semester hours (27 quarter hours) of study in an accredited institution in early childhood education, child development, child psychology, or educational psychology.

2. Two years of teaching experience or equivalent work with children other than one's own
3. Predictable administrative ability
4. Willingness to continue study toward a master's degree and to take administrative training

Job Description

The Center director is responsible directly to the licensee of American Child Centers, Inc., or to any subsidiary, and to American Child Center, Inc., for the entire operation and management of the Center unless some other arrangement has been agreed to by all parties concerned. Such responsibility includes the following:

1. Attending the two-week Directors Training Program in Nashville, Tennessee
2. Recruitment and dismissal of staff, arrangements for pre-service staff training
3. Continuous in-service training of staff
4. Recruitment of children
5. Program development and management within the guidelines of American Child Centers, Inc., Operating and Program Manuals
6. Supervision of staff
7. Continuous contact with parents of children
8. Fiscal operation and accounting of the Center
9. Managing subsidiary activities, such as sales of materials to parents
10. Preparation and submission of required reports to proper parties
11. Other duties appropriate to the professional responsibility of a Child Center director

DIRECTOR TRAINING PROGRAM

The two-week director training program is scheduled to include the following courses (This program is subject to change as the need arises.):

Business Training	12 hours
First-aid Training	20 hours
Program Preparation	68 hours
	100 hours

Directors will be introduced to the business practices of American Child Centers, Inc. They will learn to use first aid. They will deal with educational foundations—social, psychological, health, community and family involvement; curriculum; and organization and operation—non-graded, team teaching, staff utilization, continuous training of staffs, equipment and materials, and audiovisual and multisensory devices.

ASSISTANT CENTER DIRECTOR OR LEAD TEACHER

Qualifications

A. Recommended:
   1. Master's degree in early childhood education, child development, child psychology, or social work
   2. Student teaching or direct experience with young children equivalent to the ages of the children to be directed in the Center
   3. Administrative training
   4. Valid teaching certificate or license for the state and community in which the Center is located

B. Required:
   1. Education
      (a) Bachelor's degree in early childhood education child development, child psychology, education, or social work

      or

      (b) Bachelor's degree in a liberal arts field plus a minimum of 18 semester hours (27 quarter hours) of study in an accredited institution in early childhood education, child development, child psychology, or educational psychology
   2. Student teaching or direct experience with young children equivalent to the ages of the children in the Center to be directed.
   3. Predictable administrative ability
   4. Willingness to continue study toward a master's degree and to take administrative training

Job Description

The assistant Center director or lead teacher will have as a prime responsibility the daily, weekly, and

long-range program development and planning. Also, supervision of the staff. Except in the absence of the Center director, the assistant Center director or lead teacher will be found, at all times when on duty, working with children or with staff in program operation, planning, or development. In the absence of the Center director, the duties and responsibilities will be assumed by the assistant director or lead teacher.

Regular duties will include:

1. Working with groups of children
2. Leading the daily program planning session from 12:00 Noon to 12:50 P.M. with the teacher for the instructional program evaluation, planning, and development within the guidelines of American Child Centers, Inc.
3. Supervision of staff as directed by the Center director
4. Acting as Center director in the director's absence
5. Performing other appropriate professional duties as assigned by the Center director

TEACHER

Qualifications

A. Recommended:

1. Education
   (a) Bachelor's degree in early childhood education, child development, child psychology, or social work
   (b) Bachelor's degree in a liberal arts field and 18 or more semester hours (27 quarter hours) of study in child psychology, child development, early childhood education, or elementary education.
2. Experience working professionally with young children
3. A valid teaching certificate or license for the appropriate age levels of children
4. Willingness to study to meet the recommended standards

B. Required:

1. Two years of college
2. Stated desire and predictable ability to lead a teaching team during the instructional segment (9 A.M.–12 Noon) of the day

Job Description

Teachers will be on duty four hours daily, which includes ten minutes before the instructional segment of the day begins and fifty minutes of evaluation and planning time with the assistant director or lead teacher after the three-hour instructional segment ends. Teachers will be responsible under the supervision of the assistant director or lead teacher for leading a teaching team of an assigned number of assistant teachers, child care workers and child care aides. The size of each teaching team and groups of children will be determined by Center staffs within the guidelines of American Child Centers, Inc. Teachers will be in contact with children and the teaching team for three hours, which will include a snack period and lunch. Conduct of the instructional program in the finest application of modern teaching techniques and methodology will be a continuing expectation from all teachers.

ASSISTANT TEACHER

Qualifications

A. Recommended:

1. Education:
   (a) Bachelor's degree in early childhood education, child development, or child psychology

   or

   (b) Bachelor's degree in a liberal arts field and 18 or more semester hours (27 quarters hours) of study in child psychology, child development, early childhood education, or elementary education
2. Experience working professionally with young children
3. A valid teaching certificate or license for the appropriate age levels of children
4. Willingness to study to meet the recommended standards

B. Required:

1. Two years of college
2. Stated desire to participate on a teaching team
3. Predictable ability to supervise child care workers and child care aides under the leadership of a teacher

Job Description

Assistant teachers will be on duty four hours daily, which includes ten minutes before the instructional segment of the day begins and fifty minutes of evaluation and planning time with the

Assistant Director or Lead Teacher after the three-hour instructional segment ends. Assistant teachers will be responsible under the leadership of a teacher to participate on a teaching team and supervise assigned child care workers and child care aides in the conduct of the instructional program. The size of each teaching team and of the groups of children will be determined by Center staffs within the guidelines of American Child Centers, Inc. Assistant teachers will be in contact with children and the teaching team for three hours which will include a snack period and the luncheon. Conduct of the instructional program in the finest application of modern teaching techniques and methodology will be a continuing expectation from all teachers.

CHILD CARE WORKER

Qualifications

A. Recommended:
   1. Two years of college
   2. Training in child care, child development, early childhood education, or child psychology
   3. Experience in working with young children
   4. Desire to continue education

B. Required:
   1. High School Diploma
   2. Minimal experience with young children such as mother of more than one child, Sunday School nursery class supervision, playground supervision, home day care work, or similar experience

Job Description

Child care workers function under the direction of the Center director, and assistant director/lead teacher in dual roles. One role is as a member of a teaching team during the instructional segment of the day. The other is as a child day care supervisor during those portions of the day preceding and following the instructional segment. The latter includes greeting children as they arrive, helping them with their outer clothing, assisting them to get started on purposeful activities, helping them to get settled for rest periods, supervising the child activities, both indoor and outdoor–after rest period and when teachers are not present. They encourage group activities to develop during day care times, work with children individually and in small groups as the situation indicates, help children get ready for going home, see them safely to their parents or guardians, and help to keep the Center in good order. One major continuing responsibility of the child care worker is the limited supervisory function, with the direction of the Center director and assistant director/lead teacher, or the child care aide. This responsibility includes assisting with on-the-job training of child care aides.

Child care worker's duties on the teaching team during the instructional segment of the day will be developed, assigned, and supervised by the teachers, assistant director/lead teacher, and Center director.

CHILD CARE AIDE

Qualifications

A. Recommended:
   1. Two years of college
   2. Training in child care, child development, early childhood education, or child psychology
   3. Experience in working with young children
   4. Desire to continue education

B. Required:
   1. High school diploma
   2. Predictable ability to function in a Child Center
   3. Willingness to perform in a supervised and training role

Job Description

Child care aides function under the direction of the Center director, assistant director/lead teacher and under limited supervision of child care worker in dual roles. One responsibility is as a member of a teaching team during the instructional segment of the day. The other role is as a child day care supervisor during those portions of the day preceding and following the instructional segment. The latter includes greeting children as they arrive, helping them with their outer clothing, assisting them to get started on purposeful activities, helping them to get settled for rest periods, supervising the child activities, both indoor and outdoor–after rest period and when teachers are not present. They encourage group activities to develop during day care times, work with children individually and in small groups as the situation indicates, help children get ready for going home, see them safely to their parents or guardians, and help to keep the Center in good order. One major continuing responsibility of the child care aide is accepting responsibility.

Child care aides' duties on the teaching team during the instructional segment of the day will be developed, assigned, and supervised by the teachers, assistant director/lead teacher, and Center director.

SECRETARY--PART-TIME CHILD CARE WORKER

Qualifications

A. Recommended:

1. Two years of college in a secretarial curriculum or a graduate of a business college
2. Training in child care, child development, early childhood education, or child psychology, or experience in working with young children
3. Desire to continue education

B. Required:

1. High school diploma
2. Secretarial and bookkeeping skills
3. Minimal experience with young children

Job Description

The secretary will handle all incoming correspondence and, if possible, some or all of the telephone calls. She will be responsible for helping the director keep complete records on all children enrolled. She will have bookkeeping responsibilities including helping to prepare the reporting forms for the Center. She should have a pleasant personality and be able to get along with parents as well as children. When needed and when free to do so, she will help as a child care worker.

ILLNESS

Teachers and other personnel who have been on extended sick leave for more than one week are required to submit a certificate of medical clearance from their personal physician. Frequent absences for physical reasons require a similar certificate. Center may require an additional medical clearance from a physician of the company's choice.

APPLICATION FORM

Each employee must fill out the Center's application form. On the following page is a sample form that may be used.

AMERICAN CHILD CENTERS, INC.

APPLICATION

Date of Application _____

Child's full name _____
last first middle

Birth Date _____ Name Child Wishes to be Called:
day month year

Home Telephone _____

Mother's Name _____ Address _____

Father's Name _____ Address _____

Names of Brothers and Sisters:

_____ Age ____ _____ Age ____

_____ Age ____ _____ Age ____

_____ Age ____ _____ Age ____

Mother's Work _____ Telephone _____
Occupation

Father's Work _____ Telephone _____
Occupation

Name of Persons to be Reached in Case of Emergency:

_____ Telephone _____
Name Address

_____ Telephone _____
Name Address

Date Child is to Enter _____
day month year

Date Child Withdrawn _____
day month year

Comments: _____

_____

_____

_____

AMERICAN CHILD CENTERS, INC.

PARENT INFORMATION FORM

Full name of child_____

Child's birthdate_____What does the child like to be called?

BACKGROUND INFORMATION:

Persons living in the home other than parents and siblings:

_____

Relationship to the child:

_____

Experiences with Others:

What are some of the ways in which the child plays at home?_____

_____

Does he play with children from other families?_____How?_____

_____

Form # 2005-C

Does he usually get his own way with other children?_____If not, how does he react?_____

Is the entire family together for any time during the day?_____

Pets:

Type_____ Names_____

Type_____ Names_____

Eating Habits:

At what time does the child eat breakfast?_____Dinner?_____

Supper?_____Between-meal snacks?_____Does he feed himself?_____

What is his general attitude toward eating?_____

If he refuses to eat, how is this handled and by whom?_____

_____

Favorite foods_____

Dislike foods_____

Foods or other allergies_____

Sleep Habits:

Has room alone_____Shares with other children_____Rooms with parents____

At night sleeps from_____to_____Average hours_____

Naps from_____to_____Average hours_____

Attitude toward going to bed_____

If there is difficulty, how is this handled?_____

_____

Personal Habits:

Times at which child is taken to the bathroom_____

Does he take himself?_____Time of bowel movement_____

Regular? _____

Constipated?_____Does he tell you when he needs to go to the toilet and go willingly?

_____Can he manage his clothes himself at the toilet?_____

What term does he use for urinating?_____

BM?_____

Dependency Traits:

Thumb sucking?_____Nail Biting?_____Other?_____

How is it handled?_____

Speech and Physical Growth:

Does he talk well?_____Fairly well?_____Indistinctly?_____

Not at all?_____Does anyone read to him?_____

How regularly?_____Favorite books?_____

How many hours per week does he watch TV?_____

Favorite programs?_____

At what age did he creep?_____Crawl?_____Walk?_____

Would you describe him as active or quiet: thin, average weight, or heavy; tall, average height, or short; friendly or unfriendly?_____

_____

Fears:

Dogs?_____Dark?_____Imaginary?_____

Closed in spaces?_____Other?_____

Storms?_____Of leaving home?_____Of being left at home with baby sitters?_____Age noted?_____

Situations leading to fear?_____

How is this handled?_____

(Note on other side any information you think we should have about your child)

Parents signature:

_____

Form #2005-C

Date:_____

RATES - WOODMONT CENTER

Registration Fees:	One Child	
	Full Day, Morning, Afternoons	$25.00
	Summer Day Camp	5.00 (one session) 2.50 (each additional session)
Registration Fees.	Family Rate	
	Full Day, Morning, Afternoons	$15.00
	Summer Day Camp	4.00 (one session) 2.50 (each additional session)

WOODMONT CENTER

PROGRAM RATES FOR ONE CHILD

3's, 4's and 5's	Week #1	Week #2	Week #3	Week #4
Full-Day Program (7:00 A.M. - 6:00 P.M.)	$21.75	$43.50	$65.25	$87.00
Morning Program (9:00 A.M. - 12 Noon)	$14.50	$29.00	$43.50	$58.00
Afternoon Program (2:30 P.M. - 5:30 P.M.)	$12.50	$25.00	$37.50	$50.00
Monday, Wednesday, Fri. (2:30 P.M. - 5:30 P.M.)	$ 9.00	$18.00	$27.00	$32.00
Tuesday, Thursday (2:30 P.M. - 5:30 P.M.)	$ 6.00	$12.00	$18.00	$24.00
Saturday Playschool	Minimum three (3) hours--$2.25 at $.75 per hour; Lunch $.60; snack $.10			
Summer Day Camp	Three four-week sessions at $72.00 per session			

EACH ADDITIONAL CHILD (Family Rate)

Full-Day Program (7:00 A.M. - 6:00 P.M.)	$17.75	$35.00	$53.25	$71.00
Morning Program (9:00 A.M. - 12 Noon)	$12.50	$25.00	$37.50	$50.00
Afternoon Program (2:30 - 5:30 P.M.)	$11.50	$23.00	$34.50	$46.00
Monday, Wednesday, Fri. (2:30 - 5:30 P.M.)	$ 6.75	$13.50	$20.25	$27.00
Tuesday, Thursday (2:30 - 5:30 P.M.)	$ 4.50	$ 9.00	$13.50	$17.00
Saturday Playschool	Minimum three (3) hours--$1.50 at $.50 per hour; Lunch $.60; Snack $.10			
Summer Day Camp	Three four-week sessions at $58.00 per session			

PREFACE

American Child Centers, Inc. -
A Program Approach Based Upon A Philosophy
Of Total Child Development

American Child Centers, Inc. is a total program which considers social, emotional, intellectual and physical needs of the child and fosters maximum opportunity for growth in these areas. Traditionally day care centers have emphasized the social adaptation of the child while preschools have more often stressed learning experiences. Under the guidance of its professional leaders from different fields of human behavior, American Child Centers, Inc., attempts to combine the often fragmented aspects of child development into a unified, balanced approach that will meet the developmental needs of individual children. The centers with their trained personnel offer far more than a child care service of traditional day care services. The child is respected and valued as an individual. There is concern for his needs, in all areas of development, and for meeting these needs, in all areas of development, and for meeting these needs on an individual basis. The approach of American Child Centers, Inc. lies in integrating the various aspects of child development so that one developmental area is not over-emphasized at the expense of another.

The staff member is a parent substitute but in no way replaces the parent. The center offers a substitute for the home but does not supplant it. Parents and staff share in the responsibility for the growth and development of the child. Both informal and planned meetings will help parents and teachers discern the needs of the child and ways of meeting these needs. The staff will support parents in an effective parental role. Parents are encouraged to visit the center to observe their children engaged in the activities of the center and to talk with the staff. The planned activities do not stop when the child leaves the Center but should extend into the activities of the home. Teachers will plan with parents to bring this about.

The Children's Bureau (publication #53-1964) recommends children over the age of three should have a variety of experiences and can benefit from group relationships. The group size is not to be determined by age alone but also by the emotional make-up of its members. Staff members need to be aware of the varied social and cultural backgrounds of children coming to the centers. A large number of children coming for the full day will be from homes in which both parents are working and need full time care for their children. Those children who come for a part of the day may be coming because they need the experience of group relationships, particularly if the family is small and there are no brothers and sisters near the child's age. The staff members need to provide an emotionally supportive relationship in which the child can feel secure day after day from the moment he arrives at the center until he is called for by his parents. Consistent yet flexible behavior on the part of the staff is needed. It is important for staff members to learn to recognize their own behavior patterns and guard against becoming emotionally over-involved with the children by being over-protective or over-rejecting of their needs.

The staff member should encourage positive interaction among children without overtly controlling their relationships. The child's desire for independence and doing things for himself is to be encouraged. The child should be given plenty of freedom to play and his play should be carefully attended by the staff member. Play activities reflect the child's feelings and attitudes toward himself and those around him. They help him learn to delay gratification as he gradually understands such group living demands as taking turns and sharing. Play helps the child to search for suitable alternatives and it is this learning to resolve a situation satisfactorily which is one of the basic factors in developing socialization. The staff member who is nearby and attending the children's play will be aware of the anxious or insecure child who may need encouragement to participate. A positive identification with important adults, such as staff members, leads to a feeling of security and self-confidence. The preschool child struggles to find his identity and in the effort, needs the help of all those adults around him. A feeling of belonging and of having a place of his own, (such as a place to put his personal belongings), enhances the child's developing self-image.

The young child is often puzzled by his environment and will ask many questions. His questions require simple and direct answers. Complicated details in answer to his questions may be just as confusing and unsatisfactory to him as having his question brushed aside. As often

as it is possible it is good to help the child discover the answer to his own question rather than answering the question for him. Healthy curiosity and constructive experimenting should be constantly encouraged.

If a child craves attention there are reasons for it which cannot be ignored. Some children may need the reassurance of more affection from the adults present. Others may need to realize limits in the amount of attention which they should have. Each demand for attention should be met on an individual basis considering the child's real needs at the moment. In no case should the mood of the teacher determine her response.

The young child needs many opportunities to express his innermost feelings. In other words, he needs many opportunities to say and to show how he feels. Unstructured creative drama allows the free and safe expression of spontaneous feeling. Such dramatic play offers the opportunity to imitate life situations and permits the child to assume roles in which he can express feelings which may be unacceptable when expressed in real situations. Dramatic play protects the conscience of children and helps to avoid guilt feelings thus protecting social relations which could not tolerate a direct expression of underlying conflicts. Through creative drama, a child is helped to understand his own feelings and those of others, Music and dance often inspire and enrich dramatic play.

Imaginative, creative play is for the young child one of the primary motivators for learning. It encourages experimentations comparable to that of the scientist in his laboratory testing. Competence and confidence are gained through repetition of play activities. The selection of adequate play material is of primary importance. The play material should not determine the child's activities, but the child should be free to manipulate the material in original and inventive ways. It is assumed that the adequately adjusted child, free of fear and anxiety will make maximum use of both structured and unstructured experiences. The child who develops confidence in himself and others will more likely want to find out about the surrounding world.

The program of child development at an American Child Center will provide a comfortable, stable, supportive environment in which a child is encouraged and free to develop his emotions, his social relations with others, his own physical well-being, and his mind.